INTRODUCTION

WHAT IS A COMMUNITY SCHOOL?

Using schools as hubs, community schools bring educators, families, and community partners together to offer a range of opportunities, supports, and services to children, youth as well as their families and communities. Community schools:

- Provide expanded learning opportunities that are motivating and engaging during the school day, after school, and in the summer; and
- Offer essential health and social supports and services; and
- Engage families and communities as assets in the lives of their children and youth.

Every community school responds to unique local needs and includes the voices of students, families, and residents. Schools become centers of the community and are open to everyone—beyond school hours, including evenings and weekends.

Community schools have a climate and culture that enable students to develop cognitive, social, emotional, physical, civic, and ethical competencies and the capacity to thrive in college, career, and life and as participants in our democracy.

The Community Schools movement is building results-focused partnerships between schools, families, and communities. Inclusion of community schools in the new federal Every Student Succeeds Act, increasing supportive policies and funding at the state level, and continued growth of community schools at the local level all are contributing to the momentum for community schools.

Given the ever-pressing demand to deliver quality educational and other opportunities and supports to our young people, it is important to consider: **What do community schools currently look like? What services and opportunities are currently offered in community schools?** This document offers a snapshot of a small group of community schools (274) that have contributed to the Coalition for Community School’s Community School Directory. The Directory is a data collection tool designed to
ascertain the number, location and scope of community schools. Add your community school to the Directory here.

The Directory serves as a tool for tracking opportunities and supports on the ground, as well as connecting educators, community partners, and leadership networks to each other. This Directory can be usefully applied by researching to find others working nearby or by service category. Data is available to you here.

This report summarizes initial data from responding schools focusing on the supports and services they provide. The information is based only on responses from community schools that have responded to the Directory thus far, not the far larger set of community schools we know are doing important work across the country.

LOCATION

Figure 1 represents the geographic distribution of reporting community schools:

![Reporting Community Schools by State](graph)

SUPPORTS AND SERVICES

The directory asked questions across eight categories of supports and services with specific activities under each category. The figures below show the percentages of community schools who responded ‘yes’ to working in particular supports and services:
1. Community Engagement
95% of responding schools offered at least 1 community engagement service or support.

2. Family Engagement
98% of responding schools offered at least 1 family engagement service or support.
3. Youth Development

100% of responding schools offered at least 1 youth development service or support.

4. Expanded Learning Opportunity

100% of responding schools offered at least 1 expanded learning opportunity service or support.

5. Engaging Instruction

100% of responding schools offered at least 1 engaging instruction service or support.
6. Health and Social Services

100% of responding schools offered at least 1 health and social service or support.

![Bar chart showing the percentage of reporting community schools offering health and social supports (n=274).](chart)

7. Early Childhood Development

100% of responding schools offered at least 1 early childhood development service or support.

![Bar chart showing the percentage of reporting community schools offering early childhood development supports (n=274).](chart)

8. College, Career and Citizenship

None of the responding schools reported offering at least 1 college, career and citizenship service or support. This may be attributable to survey design or the fact that 75% of responding schools do not serve high school students.
In addition to services and supports, schools were also asked to identify which results they are working towards. Results can be found in the figure below.

**CONCLUSIONS**

The initial results from 274 schools shows us that the community schools movement is very diverse. Data featured in this report demonstrate variance in each school’s offering. This speaks to the specificity of local context and how community demographics, values, and resources are likely to play a role in determining the opportunities and services a neighborhood seeks and a community school provides. That being said, no school and community need work single-handedly when there are knowledge and partnerships available.

We noticed that there were particularly high responses within the categories of community and family engagement, youth development, health and social supports, and opportunities for expanded learning and engaging instruction.

This data is not intended to be statistically representative nor to exhaustively capture all community schools. It does, however, paint a picture of what some community schools offer on the ground. Our hope is to continue gathering data from more schools to identify trends. Add your community school to the Directory [here](#).
This report informs the field about our current knowledge and serves as a baseline for future updates. The community school movement is grounded in working together and aligning our resources to benefit students and their learning. The Community Schools Directory embodies this vision and advances these objectives.

QUESTIONS?

Contact Reuben Jacobson at jacobsonr@iel.org.

Complete the Directory here.

Search the data here.

METHODOLOGY NOTE

The primary function of the Community Schools Directory is to document community schools and to connect like-minded practitioners with each other. A secondary function is to use descriptive statistics and exploratory data analysis to describe the community schools movement collectively and identify general trends. All findings are preliminary and no claims are made that they are representative of all community schools or statistically significant. This summary reports on data collected from January 2015- March 2016.

Important to note are some discrepancies in the sample size of respondents. For example, questions about Community Engagement were only presented to respondents who previously answered ‘YES’ to offering this category of supports. Even though there are currently 276 schools with entries, n=261 for Community Engagement. Within this subset, there were multiple choice answers for each opportunity or support. All ‘YES’ answers were coded as 1 while ‘NO’ ‘DON’T KNOW’ and BLANKS were coded as 0. Percentages are therefore calculated by number of 1 answers proportional to n. As a result, percentages given are not strictly comparable across categories investigated elsewhere in the Directory. Similarly, to calculate progress towards results, those responding ‘Not a result we seek’ or ‘No progress’ were coded as 1 while ‘Some progress’ and ‘Area of strength’ were coded as 2. The number of 2 answers proportional to the total represent the percentage given of schools working towards each result.